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March
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**Community
Development...**



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The demonstration—a powerful teaching tool

Extension agents early discovered and used a powerful teaching technique—the demonstration. What farmers and homemakers saw happening in their own and neighbors' fields and kitchens they believed.

It was only natural, then, that the time-proven demonstration was used as a teaching tool when Extension's educational programs were introduced in the community as well. What folks saw happening in their own and other communities, they believed and applied.

Butler County, Kentucky, was one of 55 counties selected as a demonstration rural development county in 1956. It was picked as a pilot because of need and potential for development. Using an organization approach, Butler County started thriving instead of declining. People from this country and 30 foreign nations, who came to see the method and the results, applied the principles in their own communities.

Today, more than 20 years later, "Rural development is strong here and will get stronger," in the words of Jim Spradlin, store owner and original chairman of the county's development association.

When the first funded rural development legislation was enacted in 1972, Extension once more opted for the demonstration approach to carry out the objectives of the new Act. Clinton County, New York, was one of the areas where the technique was tried. The major thrusts in housing, job creation, and improved services have resulted in cooperative local efforts to develop new solutions to old problems in rural areas. The Clinton County project formally ended in 1976, but the demonstration continues.

Similarly, a manpower project in Idaho, a local government-for-youth project in Georgia, and a business management education program in Illinois are using the demonstration idea.

If these tests of action through group consideration and decision pan out as well as Butler County's, the demonstration approach will once more prove its worth.

As Butler County's Spradlin says, "We have the right approach." — **Donald L. Nelson**

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Clinton County coordinates CRD

by
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Regional Extension Specialist
Community Resource Development
Cornell University

Clinton County, located in the northeastern corner of New York, faced many problems identified with other isolated rural areas — inadequate housing, high unemployment and underemployment, and poor-to-nonexistent service delivery systems.

From January 1974 through

June 1976, the New York State Rural Development Advisory Council in conjunction with the College of Agriculture and Life Sciences at Cornell University, sought to solve these problems by concentrating their rural development Title V funds into a pilot project in Clinton County.

A local steering committee planned the focus of the project. Committee members represented various geographic areas and organizations throughout the county. They felt that both research and education were needed to tackle the problems in Clinton.

Nearly half the project funds were spent to initiate research in the areas of access to services, increased employment and family income, and housing education and rehabilitation. The other half were used to support Extension educational projects in these areas.

Project HELLO

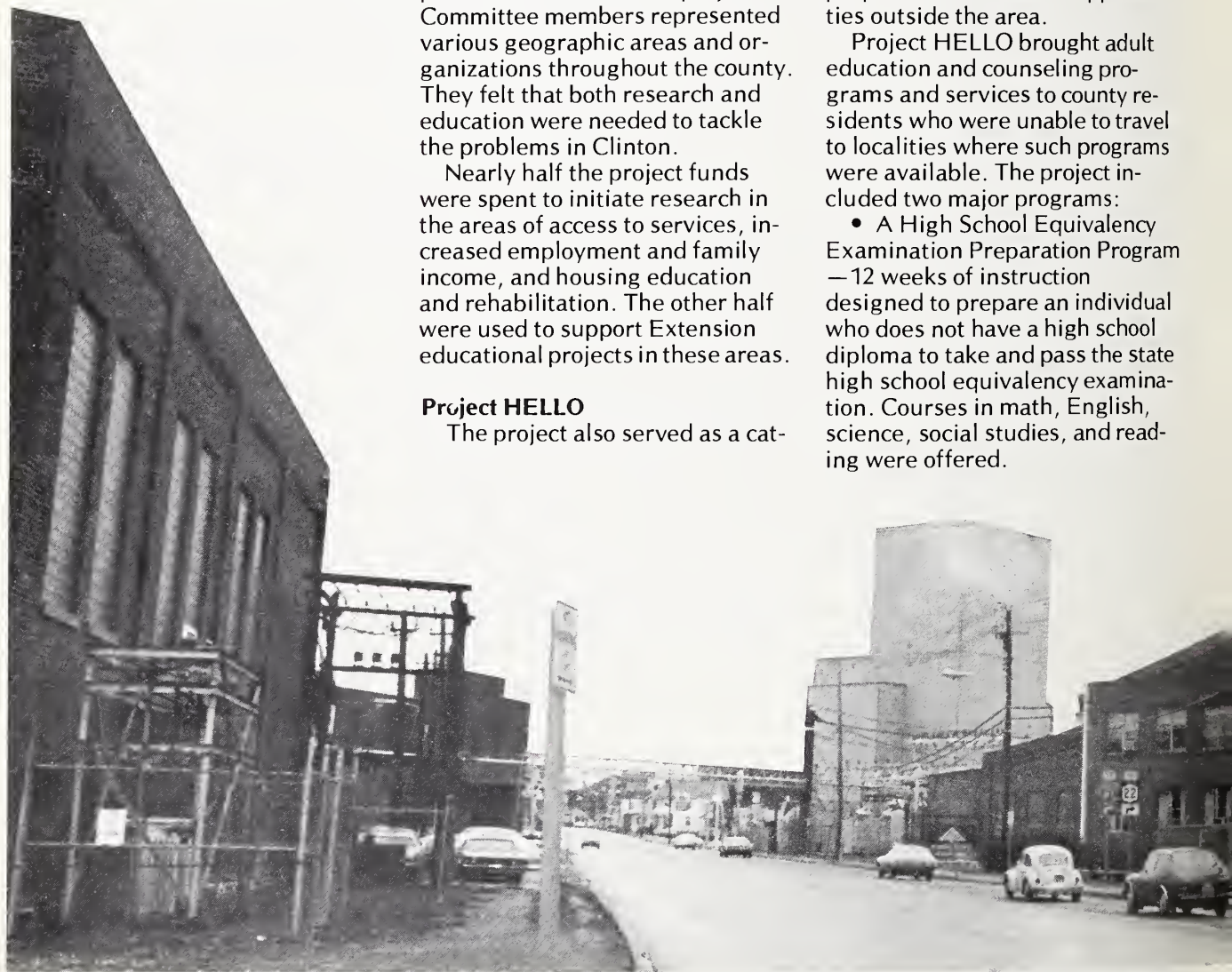
The project also served as a cat-

alyst in stimulating complimentary service efforts from local colleges, county and state agencies, and volunteer organizations.

The committee established a basic skills education project named HELLO (Higher Education Living Learning Opportunity) to increase the ability of people to compete for already scarce jobs or prepare themselves for opportunities outside the area.

Project HELLO brought adult education and counseling programs and services to county residents who were unable to travel to localities where such programs were available. The project included two major programs:

- A High School Equivalency Examination Preparation Program — 12 weeks of instruction designed to prepare an individual who does not have a high school diploma to take and pass the state high school equivalency examination. Courses in math, English, science, social studies, and reading were offered.



- A Career Counseling Program — 12 weeks of counseling to help an individual identify and understand his or her job interests and abilities and to develop necessary skills to locate, obtain, and maintain a job.

Classes and counseling were held on an outreach basis in the far corners of Clinton in community development centers, town halls, and church basements. HELLO was promoted by mimeographed handouts in stores, churches, and post offices, and through word-of-mouth.

During its 18-month period, Project HELLO worked with 262 people, many 30 years of age or older. A high number of participants were women.

Housing

An educational program was designed to assist county residents in upgrading their housing. People needed information on various alternatives in purchasing and financing houses; development of skills to repair, renovate, or construct housing; and knowledge about applicable governmental programs and regulations.

The program relied primarily on paraprofessional aides trained by Cornell University staff. The aides conducted group classes at centralized locations in the county and worked on a one-to-one basis. When needed, they also worked with local governments, various trade groups, and building suppliers.

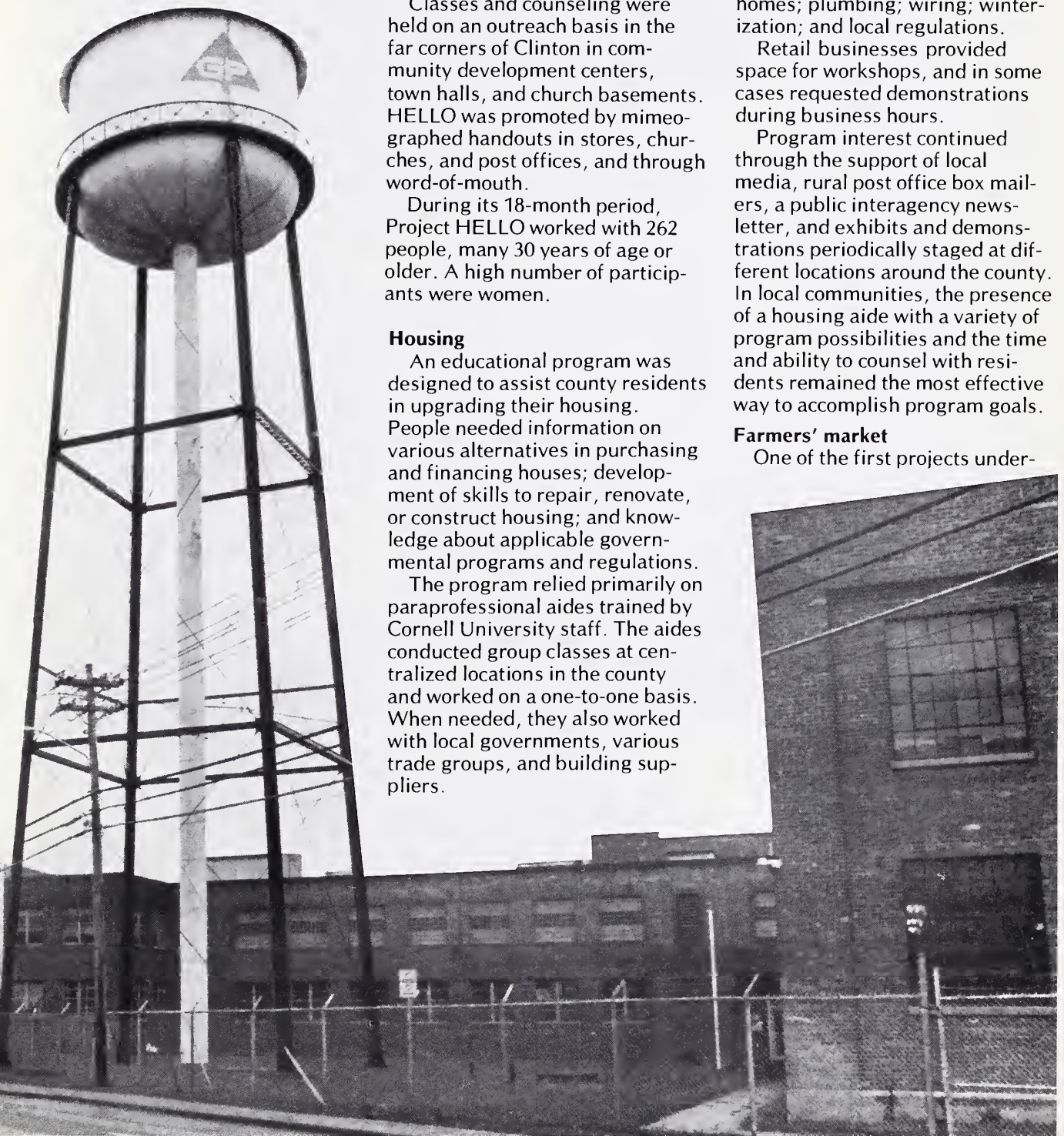
More than 300 families received assistance through individual counseling or class participation. Printed information and consultations were available on buying, financing, building and remodeling single family and mobile homes; plumbing; wiring; winterization; and local regulations.

Retail businesses provided space for workshops, and in some cases requested demonstrations during business hours.

Program interest continued through the support of local media, rural post office box mailers, a public interagency newsletter, and exhibits and demonstrations periodically staged at different locations around the county. In local communities, the presence of a housing aide with a variety of program possibilities and the time and ability to counsel with residents remained the most effective way to accomplish program goals.

Farmers' market

One of the first projects under-





New businesses may spring from participation at the farmers' market.

taken was establishing a farmers' market as a place for people to supplement their incomes. Local interest was determined through surveys and meetings, and a formal organization was legally established for operating the market. Twenty-five of the 100 members participated in market sales offering a variety of projects and services.

Natural resources

Often rural development pro-

grams and alternatives are tied to an area's natural resource base. To assist town planning boards and other local planning groups, the project developed, for each of the 14 towns in the county, maps, overlays, and related data. These showed existing land use, slope, and soil and surface drainage for use in land planning and management. The technique has been successfully transferred to other planning groups and regions in the state.

Community development centers

Originally begun in 1966, community development centers continued to provide services to the rural residents of Clinton County. The pilot project promoted management training in decisionmaking, problem solving, communications, and supervision; a skills index cross-reference file for persons wanting or having jobs; and agency outreach days at these centers.

Crossroads

A crossroads survey was undertaken to determine what services existed in the county and what small rural communities might be able to support in terms of health services, small businesses, and social services. The field inventory process indicated 157 different services in 80 rural communities, and personal interviews with 100 people provided information on access to services for rural residents.

Study information is being analyzed by Cooperative Extension agents to develop strategies and programs to help these agencies and institutions expand and better distribute their services.

Inter-industry

The economy of any region or county has many relationships among the various business sectors. Often, changes in one sector will cause changes in another. An increase in housing will increase demand for inputs into the construction process, such as labor and building materials. A detailed study of 25 separate sectors was made to begin providing information about the following economic



On-the-job consultation about new materials and proper techniques speeds the wiring of a new home.

questions:

- Expansion of which sectors would contribute most to raising income?
- Expansion of which industries would have the greatest impact on employment?
- How dependent is the county upon the government sector?
- What would be the economic impact from expansion of selected industries, such as housing, recreation, and small farm projects?

Study results are being analyzed and will be shared with local governments, businesses, and groups having inputs into employment and economic viability in the county and region.

Summary

Through the cooperative efforts of many individuals, lay committees, institutions of higher learning, and various agencies, the rural development project in Clinton County, New York, made significant measurable progress. The major focus on housing, unemployment and underemployment, and access and delivery of services has resulted in cooperative efforts to solve these problems and develop workable solutions.

Through the recent hiring of a regional community resource development specialist for northern New York, many of the concepts and program materials are being extended to the other eight counties in the region. For further information regarding the project, please contact: Paul R. Fiske, community resource development specialist, Clinton County Court House, Plattsburg, New York 12901. □

The "pilot" light still burns

by
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J. Henry Duncan Jr.
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"I move that the county undertake the responsibility to carry out the program."

Those were the words of a motion made by Butler County Judge L. V. Hudnall at a meeting in Morgantown, Ky., the Butler County seat, on an August evening in 1956.

The motion passed unanimously—and Butler County, one of 55 counties across the Nation selected for a Federal rural development program, became a pilot area in the venture.

After two decades, that pilot light is still burning in Butler County.

The overall purpose of the Butler County program was—and still is—to create more jobs and improve living conditions.

Part of the story of achievement in the 20-year span is pointed up by advancement of community facilities and services: a cooperative stream channel drainage project completed . . . water systems expanded . . . a bridge built . . . a fairgrounds developed . . . a sewage treatment plant installed . . . a major toll road bisecting the county.

Three new housing projects were built to replace substandard housing; two others are under construction today. Four new consolidated elementary schools, a new library, a new health center, and a new courthouse were also built.

Agricultural developments include a bull lease program, headed by area farmers and established in cooperation with a local bank, to provide performance test bulls for livestock improvement in the county. Improved practices in adoption of new varieties of seed, field soil tests, and better live-

stock management methods were instituted. New agrical crops, including peppers and cucumbers, have been introduced. A farm and home field day is held each year on farms in a different community club area.

Seven organized community clubs have each established a club center and set up their own financial and social projects, plus developing other community programs.

Butler County has done it all through an organization approach, which includes four components:

- An overall county rural development committee, with an active steering committee which meets bimonthly, that plans and develops the countywide program.

- A county resource agency committee, composed of representatives of various USDA and other professional agencies serving the county, which conducts monthly meetings to provide a resource backstop to the overall county development committee.

- Community development clubs, with officers elected annually, also meet monthly to plan and implement individual community programs as well as to participate in the countywide projects.

- Other groups and committees, such as the county fair board, the fiscal court, the city council, and even a foxhunters' organization, support the overall rural development effort.

The county's general committee plans projects that fit countywide needs—ad hoc committees, backed by the committees of other organizations, plus the individual community development clubs, implement the programs. Included

are projects to increase income, to develop home and farm improvement and social life.

The key to continued success of the Butler County approach is probably found in the community clubs. The area's population is made up of people who have a traditional attachment to the community. The words "home community" have an important meaning. Each rural development club has a community center as a first priority.

In the Little Muddy Community, a "little red schoolhouse" built in 1830 of handmade bricks was converted into a "showplace" community center. A ranch-style house was built as a center in one community. An old country store was remodeled into another center, while yet another community has a goal to buy land from a strip mining company as a site to build a center.

In Morgantown, the city administrators have always strongly supported community development. A major achievement was the organization of the Morgantown Development Association in 1971 after a fire destroyed much of the city. Since then, the city has installed new sidewalks and completely renovated the entire frontage of the business district, including the construction of a new mall.

With all the accomplishments, the people of Butler County don't think the area has "arrived" as yet. The county development committee has set additional goals that include comprehensive planning and zoning; expansion and provision of a countywide water system; a new landfill and countywide garbage pickup; countywide

recreation facilities; countywide fire protection; standard health facilities; more information about state and Federal agencies and officials.

The *Green River Republican*, a local weekly newspaper, is a major force in the success of the Butler County rural development program. The newspaper, published in Morgantown, promotes anything that means progress and betterment for the county.

Residents of the county modestly admit a lot has been accomplished, but that much more can and must be done. In a recent county poll, citizens questioned saw the expansion of water facilities as a vital project.

"Rural development is strong here now—and it will get stronger," predicted Jim Spradlin, who was the chairman of the county development program for the first 15 years and is still active with the steering committee. "We have the right approach. The people don't have any wrong ideas—they know what they can do. Our program begins with the individual—and not from the top down. We are strong believers in development in an organized way that includes the county agents, the county rural development committee, the community development clubs and all other groups in Butler County. It's a tremendous example of 'strength through unity'."

Yes, the pilot light is still burning in Butler County, Kentucky. □

Matching people with jobs

by
Donald A. Harter
Ag and CD Leader

and
Jim Lutzke
Asst. Ag Editor
University of Idaho

It's not easy to find a job in a rural area.

Yet a unique Cooperative Extension Service project in Idaho—called the Rural Manpower Assistance Program—helped almost 2,000 people in a 5-county area find jobs in 1977.

The program began in 1971 under Operation Hitchhike—a federal project created to bring employment services to rural residents by “hitchhiking” these services onto an already existing, effective agency in the project area. It is now funded by the Comprehensive Employment Training Act of 1973 (CETA). Fred Kohl, assistant director, CES, began the program in consultation with Idaho Department of Employment officials.

The Idaho Manpower Consortium provides Extension with the CETA funds for the program. Donald Harter of the Extension staff and the CETA Grants Management Unit of the Idaho Department of Employment provide overall supervision.

Currently, Extension manpower agents are stationed in Valley, Caribou, and Franklin counties, with services extended to two adjacent counties. Location of these was determined by economic conditions. The areas selected suffer some of the highest unemployment and lowest average incomes in the state.

Harter says program founders decided to use Extension agents

because such agents have traditionally played prominent roles in their communities, and it was thought many channels of communication might be open to them that would not be to others.

Manpower agents contact potential employers to explain the services provided by their office and to solicit from them openings for work or training positions. They interview job applicants, assess their needs, and serve those needs through placement, job development (or referral to training), counseling, or other supportive services. The agents also assist in community development and planning activities, especially those which benefit employment opportunities.

The Extension agents and CETA grant representatives determine an applicant's eligibility to participate in the program.

Training is given in classrooms and at work. Classwork is geared mainly toward achievement of the high school equivalency diploma (GED), plus enrollment in vocational education programs.

Susan Wilkes, a CETA work-experience participant, is enthused about the opportunities associated with her position. “This job allows me to support myself and is giving me valuable basic nursing skills while I pursue the goal of becoming a licensed practical nurse,” she said.

Agents try to refer applicants to jobs or training suitable to their



Larry Ward, of Franklin County, masters some tricks of the trade at Bridgerland Area Vocational Center in Logan, Utah. Larry is a CETA classroom-training participant enrolled in Meat Service Technology at Bridgerland, the only facility of its kind in the intermountain West. He expects to graduate next summer and work in southeast Idaho as a meat cutter.

needs and individual proficiency and located in an area where the person wants to live. The program will not displace employed workers or impair existing contracts.

A comprehensive evaluation recently completed by the Idaho Department of Employment showed that, with few exceptions, employers and employees were highly satisfied with this system. After 6 years of operation, the results have exceeded expectations.

“Cooperation between Extension and the Department of Employment has been outstanding,” says Harter. “In fiscal year 1976,



Boundary County Extension Agent Dave Short interviews an applicant.

our agents made 2,246 referrals and 1,1374 of those persons were placed on jobs. In fiscal year 1977, 3,350 referrals were made and 1,925 of those applicants were placed in permanent jobs."

"It's this kind of economic payoff, both to the individual and the

community, that continues to engender strong support for the program at the local level.

"We've all been exposed to hordes of information about things that are being done to help people in the cities, and that's good," says Harter. "But what

about the person who has roots in the countryside, who loves rural living despite its changing complexion? This person has employment problems, too. That's why the Extension manpower program is something you can get really excited about." □

Local officials play teacher for a day

by
Robert L. Williams
Extension Editor-News
University of Georgia

In 1971, the legal age for voting was lowered to 18.

But, these newly enfranchised young people remain the least politically active age group in the United States. Fewer than 25 percent of them even bother to register to vote.

Two years ago, T. Z. Lanier, an Extension district agent for CRD, and Roger Carr, district agent for 4-H in eastern Georgia, and county agents in 12 pilot counties started a "Local Government in Action" week. This sent elected officials back into high school classrooms and 18-year-olds down to the county courthouse and city hall.

With the help of CRD Specialist Joe Hoskins, Extension Legal Specialist Len Davis, local government associations and county school officials and teachers, the "Local Government in Action" program has spread to almost every Georgia county.

Hoskins points out that Georgia's "home rule" tradition of local governments results in a variety of different political structures and types of services. "Teaching local government on a county-by-county basis is the only solution," he said.

Materials especially written for young people by Extension staff and the Institute of Government at the University of Georgia were used. The week-long activities center around five class periods in each of the high schools, with speakers from local government



High school students (left to right) Maritza Torres, Jane Caskey, Claude Tate, and Dexter Aquinde learn to use a voting machine during their tour of local board of elections.

agencies.

Topics covered include local governments and their services, the political process and local government administration, the legal process, police services, and tours of local government facilities.

High school seniors who have already turned 18 are also registered to vote during the week.

The county Extension agent is coordinator for all the program activities. The agent arranges with school administrators and teachers for class time and space, establishes a speakers' bureau of local officials, and sets up tours of local government operations.

Jerusha Whitaker, George Extension agent in urban Richmond County, has the largest participation in "Local Government in Action" week. Last year 32 local officials and more than 2,000 seniors in seven area high schools were involved.

Whitaker believes that the extra work spent in setting up the program is worthwhile:

"I saw it as an excellent opportunity for county and city officials to be involved in the schools. Many of them said they hadn't been inside a high school classroom since the day they graduated."

"And the students needed to meet the people who make local government function. They have questions and concerns just like any adult," she said.

After approaching the Richmond County School Board of Education with the program idea, Whitaker began working with Joe

Olliff, coordinator of social studies curriculum in the county.

"Schools can't do the job of education themselves," said Olliff. "Jerusha provided the kind of outside resource we would like to have more of."

"One reason for the program's success was that we met with every principal and teacher involved and got their ideas and support. We worked the problems out together and allowed for changes to meet the school's needs."

In some Richmond County schools, the officials met with small classes, in others classes included 200 or more students. Activities also included a day when young people selected from each high school served as county officials. The "honorary officials" went everywhere and did everything their counterparts did.

In more rural Tattnall County, Georgia Extension Agent Max Smith found that the program could be just as successful if a few modifications were made.

"We had fewer classes, so we could have more than one speaker in each class. The variety was good, but scheduling was more of a problem than most people think. Our two high schools are more than 15 miles apart," Smith said.

"Even a small county like ours has some good resources available. Since the Georgia State Prison is nearby, we invited the warden and one prisoner over to talk about the legal system," he continued. "Everyone paid attention for that class."

The program hasn't been all successes. One Extension agent

who used the program for the first time last year cautions that the government officials need to be briefed on what to expect in the classroom.

"Most of the people who helped us last year didn't realize how intense and how interested and knowledgeable these kids are. They just weren't prepared to handle many of the questions," the agent said.

This year, state CRD specialists have prepared a booklet to guide teachers and officials through the classroom instruction.

A few of the counties in Georgia used an evaluation form that was filled out by the students after the week was over. In addition to helping the agents and teachers make changes in the type and quality of the classroom instruction, the evaluations were filled with suggestions for other activities and ways to get young people involved.

One consistent suggestion for improvement was to involve young people more in planning programs like the "Local Government in Action" week.

Joe Olliff in Richmond County feels it is too early to measure the impact of the program. "It might take 10 or 20 years to see any real change. But I know that there is usually more change when young people are involved in a real-life educational experience."

One Extension agent pointed out that all of the problems are worth it "when you stop and think how many young people we reached in that one week that have never been involved in our traditional youth programs." □

Solving big problems for small business

by Chris Scherer
Communications Specialist
University of Illinois

Ask the managers of 33 small businesses in Stephenson County, Illinois, and they will tell you that management is the key to a successful business operation, especially a small one.

"In a small business you don't have enough people to delegate different jobs and responsibilities. You have to do most of the work yourself, and that takes management," says the head of an electronics business. "And there are not many people who know where to go to learn the necessary management skills to start up and operate a small business."

Seminar developed

Seeing a need for such a course, Robert Lahne, Stephenson County Extension adviser, set out to develop an educational program for small business managers. He requested the assistance of Bruce Brooks, University of Illinois (U of I) agricultural economist.

Brooks and Lahne attended an ES-USDA special-funded program at the University of Wisconsin on designing and developing business management educational programs. The two returned to Illinois with ideas galore.

Needing a broad range of management expertise, they asked Robert Hartzell, U of I Division of Continuing Education, to assist. The result was a team that involved many segments of the university in the program.

Seven Stephenson County managers agreed to assist the team by cooperating in a management audit of their businesses. The auditors questioned these people,

their employees and customers, and examined financial records.

The audits pinpointed management problems faced by these and similar businesses in the area. The managers reviewed the report prepared for each business, and discussed with the U of I team the most important management problems of these and other small businesses in the county. The problems surfacing most frequently were selected as topics for the seminars.

The steering committee next looked for persons knowledgeable in the selected topics to head the seminar sessions.

A U of I professor of management taught about organizing a small business. A professor of marketing and business administration discussed the use of goals and objectives in planning a business. An Illinois State University professor of management development strategies and demonstrated techniques of time management. A U of I professor of business administration discussed rating scales and performance appraisals of personnel. And an Extension rural sociology specialist shared information and ideas on communications problems that exist in a small business operation.

According to those attending, one of the most useful sessions was on job profiles, taught by Brooks. Brooks defined a job profile as something worked out with the employee rather than developed by the manager and handed to the employee as a job description. "Job profiles encourage an under-

standing between the employer and the employee that is extremely beneficial to both," he said.

Results

Following the seminar, the vice-president of a lumber company said he had job descriptions for his employees, but had never taken time, or for that matter, even thought of job profiles. He has now developed job profiles with the employees' assistance.

The owner-manager of a butchering plant tried to put himself in the employees' place and re-think their job descriptions. "I have tried to show consideration for their needs. I found that I may have been showing favoritism. I also discovered that it was good to rotate people to various positions so they felt more a part of the total business. The seminar program also opened my eyes to many problems I might not have otherwise seen."

The assistant manager of a lumber company said the seminar made him more aware of the need for planning to get results. "The audit showed me that you have to get to the cause of a problem and not just work on the cosmetic effect. Having had no previous management training, I didn't realize how important it is to work through a problem."

The manager of a shoe store stressed the importance of the session on communications: "I was reminded not to talk *at* employees and to avoid putting them on the defensive. Also, as a result of the program I tightened up my inventory control."



In small businesses, managers get "up to their elbows" in daily operations.

The manager-owner of a cheese company found some of her employees resentful of the self-evaluation forms she made up, until she explained the purpose of the forms. And a posted list of stand-

ard operating procedures was welcomed by employees after they understood the purpose of the list.

Several of the managers reported that the seminar made them consider such items as in-

corporation, profit sharing, employee training, and advertising.

Future plans

But the late winter seminar did not answer all the participants' questions. The group decided to hold two summer dinner meetings prior to scheduling a six-session fall seminar. Topics of the summer dinner meetings were: "How the banker looks at small business loans," and "How to work with the Small Business Administration." The second seminar series focused on problems of financial management in a small business. Topics were financing and time value; cash flow analysis and budgeting; using financial statements; asset management and break-even analysis; partnerships, proprietorship, and incorporation; and using computers in a small business.

Program evaluation

Hartzell feels one of the major outcomes of this program is the cooperation achieved between different divisions and departments of the university and other institutions.

Lahne and Brooks see the program as an opportunity to reach new clientele with Extension programming. "Many of the people who participated were previously unaware of how the University could assist them."

The small business managers said they not only benefited from hearing experts, but also gained a great deal from the opportunity to share experiences. One participant said "One doesn't realize someone else in an entirely different business could be having the same problems."

Another summed up the program this way: "Much of the material was not new, but the seminar gave us a chance to sit down and think things through. It gave us an opportunity to look at our businesses in another way. I also think it helped many of us evaluate our management skills and gave us some ideas on where to go for help." □

Washington in Review

Soil testing on the increase

Soil testing by U.S. farmers increased more than 50 percent between 1974 and 1977 according to a recent laboratory survey. In 1977, government laboratories tested slightly more than half or 1,727,243 samples while commercial laboratories reported testing 1,448,336 samples.

Agricultural and rural transportation needs

In light of recent transportation legislation and the increased concern over lack of adequate transportation for agriculture and rural communities, the USDA is initiating efforts to remedy the situation. Under provisions of the Rail Revitalization and Regulatory Reform Act of 1976 (4-R Act), states that wish to apply for branch line subsidies must file a preliminary state rail plan with subsequent updating. These plans may not incorporate adequate input from all rail users, especially the agricultural and rural users. To assist states, USDA is developing two demonstration projects for measuring the impact of railroad abandonment upon rural and agricultural areas.

ES and EPA to develop educational materials

Extension and the Office of Pesticide Programs EPA, are working with the University of Georgia to develop educational materials on the safe use of nematicides and soil fumigants. They are also working with the University of Florida to develop a primer and slide set on the principles of Integrated Pest Management (IPM). These materials should be made available to all state Extension Services by spring.

USDA committee on land use established

Secretary's Memorandum 1807 has recently been revised to affirm the Department's interest in land resources, and to reorganize the USDA Committee on Land Use. Secretary Bob Bergland has appointed M. Rupter Cutler, assistant secretary for conservation, research, and education, chairman. Alex Mercure, assistant secretary for rural development, will serve as vice chairman. Committee members will be representatives from USDA agencies with major impacts, interests, and programs concerning land use.

The committee will make recommendations and assist in actions so that the Department can meet its responsibilities in coordination and review of programs and issues; assist state and local communities with technical and educational programs; collect data and program research on land-related problems; and provide education and information concerning land-use issues and programs. It will also coordinate the establishment of similar committees at state and local levels.



Land treatment effects on water pollution to be tested

After reviewing 50 projects in 42 states, USDA and the Environmental Protection Agency (EPA) have identified pilot project areas in seven states where the effects of proper land practices on water pollution will be tested. The seven pilot states are: Indiana, Nebraska, New York, Oklahoma, South Carolina, South Dakota, and Washington. In cooperation with EPA and USDA representatives, state 208 Coordinating Committees conducted meetings in these states during February to develop specific plans of action.

Yearbook reprints distributed

A sizable quantity of the following three reprints from the 1977 USDA Yearbook, *Gardening for Food and Fun* have been distributed free to county and state Extension staff:

- Growing Fruits and Nuts*, AB-408
- Growing Your Own Vegetables*, AB-409
- Canning, Freezing, Storing Garden Produce*, AB-410

The reprints are for free distribution to the public upon request. The Spring consumers publications catalog will also offer these three reprints free from Pueblo, Colorado.

Grain reserve program initiated

President Carter has announced a 10 percent feed grain set-aside program for 1978 and increased the storage payment for the farmer-owner grain reserve program. Sign-up for these two programs will begin March 1, and will be conducted through May 1 in USDA Agricultural Stabilization and Conservation Service (ASCS) county offices.

Requests for the price support must be filed no later than February 28 for the 1976 crop barley, oats, and wheat; and March 31 for the 1977 crop barley, oats, and wheat. The length of the reserve loan is 3 years. National goals are approximately 300 million bushels of wheat and 715 million bushels of corn, sorghum, barley, and oats.

Something for the kids to do . . .

by
Maria Maiorana Russell
Program Leader
Cooperative Extension Service
The University of Connecticut

Education is important to the residents of Sterling, Connecticut—so important that 87 percent of each tax dollar is spent on it.

Still, the town school has no hot lunch or milk program. Sterling—with a median family income of only \$8,800 per year—has also been forced to limit school programs in physical education, music, and art.

Seeing a need to provide developmental experiences for the town's youth, Windham County Extension Service established an educational-recreational program in the summer of 1976.

4-H Youth Development Agent Carole Eller, with support from seven volunteer 4-H leaders, planned a program to "provide something for the kids to do" during the summer. The 8-week program turned out to be a highly successful combination of the area's material and human resources. It may serve as a model for other 4-H community development projects in financially depressed rural communities.

Format

Three mornings a week, 125 children participated in programs related to nutrition and health, games and recreational activities, creative and nature crafts, horticulture, and special events. Eller trained ten teen leaders, who were chosen through open recruitment. Ranging in age from 13 to 16 years, the teens worked in pairs in coordinating the programs. Several 4-H leaders and parents also participated.



Creating leaf prints.

Content

Karen Chambers, part-time 4-H community relations aide, and Maureen Dingivan, University of Connecticut graduate student, held a nutrition education program twice a week. Educational units were geared to the understanding of the various age groups and focused on the preparation and eating of nutritious lunches.

Learning came through informal discussion and use of educational games such as "nutrient tag." Dingivan noted that "teaching with the assistance of teen volunteer leaders proved to be an effective, efficient, and economical way of providing the much needed nutrition education to these children."

The 93 children involved ranged in age from 6 to 12. They demonstrated an increasing awareness of the nutrients, calcium, and vitamins A and C, as documented

through pre- and post-test activity.

Doris McMillan, Extension summer assistant in horticulture, taught programs in planting seeds, rooting cuttings, environmental education, and collection of natural materials. The children also created leaf prints, sand plaques, and vegetable prints through nature crafts. McMillan also prepared supplies for other crafts programs where teen and adult volunteers helped the children with sewing, yarn, and leather projects.

Led by 4-H leaders and teen volunteers, groups of children rotated into sessions of music and songs, games and exercises, and tours.

Special programs

Special programs, scheduled mainly on Fridays, included:

- Tours of the Town Hall, library, and local park. Kids learned



Kids learn mouth-to-mouth resuscitation.

how a voting machine works from the town clerk and how to get a library card.

- Training in safe use of bicycles from "Ralph, the Talking Bike". The children also attended a bicycle rodeo.

- Olympic games, special nature hikes, outdoor cooking, demonstrations of fishing equipment and techniques, scuba diving, using videotape equipment, and first aid techniques and resuscitation.

- Participating in health education programs, movies, and discussions on public health problems and careers.

- Creating a collective art mural project on "what a healthy Sterling would look like."

Eller said that town officials, other agencies, and local residents "went out of their way to assure the program's success."

The program had a lot of help:

- school rooms and grounds from the board of education
- recreation area and chairs from the town government
- sanitary facilities and water supply from a nearby church
- a cooler for food and milk from a local grocery
- a flatbed truck from a farmer
- fabrics and crafts materials

from a nearby textile industry.

With unemployment in the area at 24 percent, the town qualified for a summer feeding program for those under 18. Windham Area Community Action Program (WACAP) tailored a lunch program to the needs of the project.

Recognition

At the end of the program, the youngsters held a parents' day, which local officials attended. They prepared nutritious refreshments for the guests, exhibited their arts and crafts, and showed a slide program on the summer activities.

The teens received special recognition for their leadership in the program—a trip to the University of Connecticut summer theater—donated by the Connecticut 4-H Development Fund.

1977

The summer of 1977 did not see the return of a complete 4-H summer recreation program to Sterling. Extension offered to supply technical assistance, but required the town to provide a coordinator and any necessary funding for the new program. This did not happen and, sadly, children were just hanging around again.

"However, the food and nutrition program used in Sterling was expanded to other USDA summer feeding sites," Eller said. "Six teens and a nutritionist traveled to nine playgrounds teaching about vitamins A and C, calcium, and protein to more than 250 children each week."

We found it important to remember that 4-H cannot become a town-service provider for one community. As an educational program, it can show people the way, but the people must decide if they wish to follow. □

Radio tours—even tractors tune in

by
Dan Lutz
Asst. Extension Editor
University of Nebraska



Touring farmers inspect corn at a stop on the Radio Irrigation Tour, while hundreds more listen in.

"We invite you to attend the tour by listening to KTTT radio station as it follows us on the stops."

The educational tour is one of the oldest tours used by Extension workers to impart and interpret information to its clientele.

The "play-by-play" broadcast is a longtime feature of radio programming.

Combined, these tried and true techniques resulted in an educational "winner." Partners in the enterprise were the Platte County and East Platte Extension Services in east-central Nebraska, and local radio station KTTT at Columbus.

Bob Voboril, Platte County Extension agent, and Joe Stavas, general manager of KTTT, a station heavily involved in agricultural development, both were pleased with their third annual "Radio Irrigation Tour."

The tour began at 6:30 in the evening, and was broadcast live over KTTT AM and FM.

Four farm stops were made to focus on new developments in irrigation technology in the rich Platte River Valley, with heavy emphasis on corn, alfalfa, and irrigated pastures. The fifth stop was at the Platte Center auditorium, where both the "tourists" and radio listeners were able to ask questions of University of Nebraska agricultural specialists.

Voboril acted as narrator, telling tour participants and radio listeners about each stop and introducing the farmer hosts and the University specialists on hand as resource persons.

High interest in both water and energy conservation in Nebraska makes the irrigation tour an ex-

cellent forum for both new and experienced irrigators to get their questions answered. Because of the busy season (late July), producers who were tied down with irrigation, haying, or other demands could tune in to the broadcast tour, with two-way communication at the concluding question-and-answer session.

The large number of radio-equipped tractors today makes the radio tour an effective way to disseminate information to working farmers.

Commitment of a large block of air time by the station makes it possible to carry more detailed information than could be included in followup coverage by either print or television media.

Stavas said he feels the live broadcast "is a very important asset as far as exposing the farmer to a different type of program . . . an actual on-the-spot program." Stavas said the station has been doing the irrigation tour live for 3 years, and has been using a similar approach in several subject areas, such as tours of feedlot operations, and of silage and materials handling facilities on farms.

The station devoted 15 or 20 minutes to each stop, plus 30 minutes for the question-and-answer period at the end—a total of about 2 hours air time. The station supplemented the program with a heavy promotional schedule of radio spots beginning about a week in advance at the rate of 10 to 15 a day.

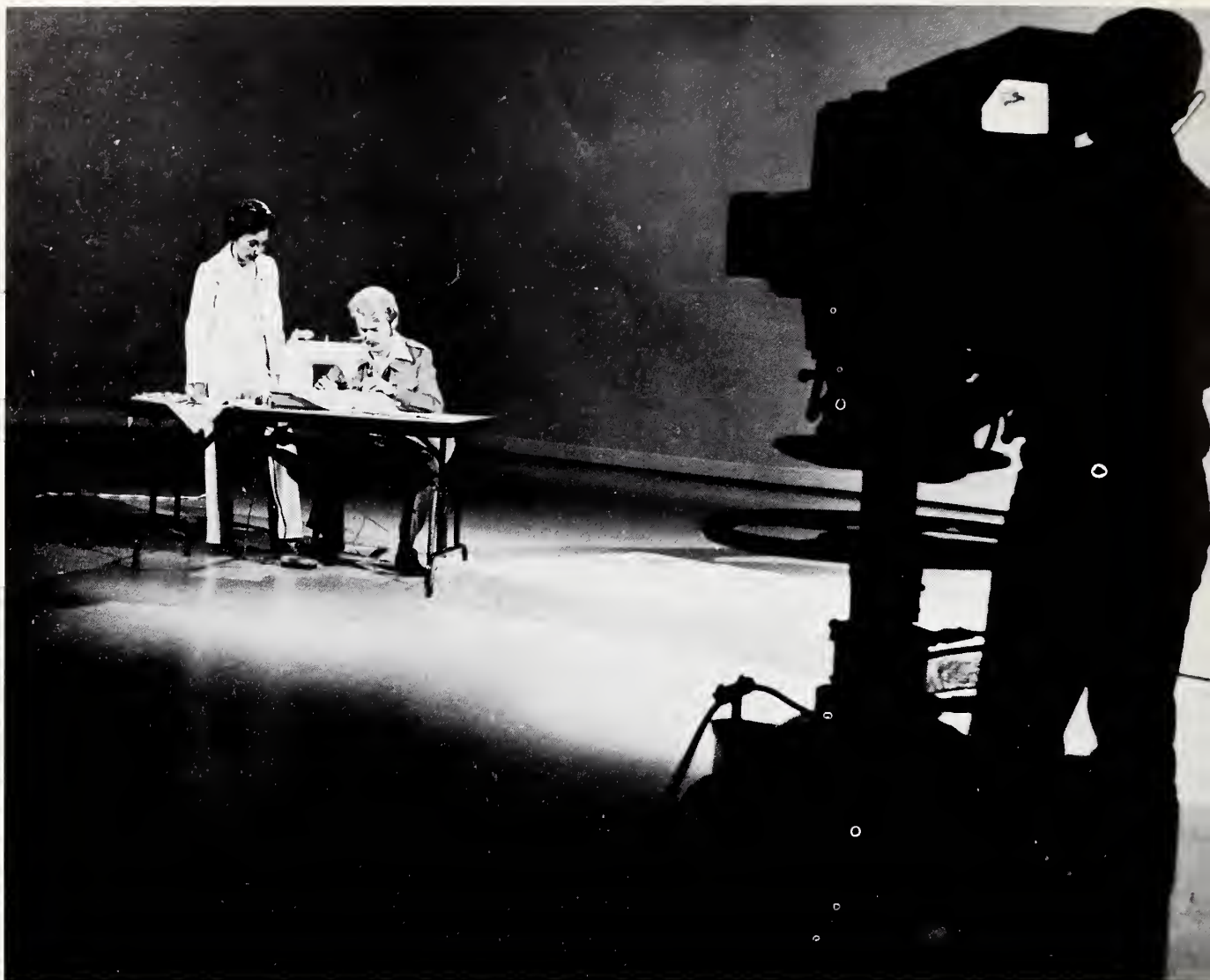
Stavas said the station needs to do very little organizing for coverage at each stop because of the excellent cooperation of Voboril and

Area Extension Agronomist Duane Kantor. He said Voboril had seen an account in an agricultural publication about a similar arrangement with a radio station. He approached Stavas, and they decided to give it a try.

Stavas estimates that several thousand persons listen to this "specialty program"—people who have an interest in irrigation, including both operating farmers and landowners. He believes the question-and-answer period is important: "a fellow may come up with something we may not have thought of."

The interest of KTTT radio in agriculture is not a passing fancy. The station for several years has sponsored a large winter agricultural exposition, which has drawn thousands of farmers from central and northeast Nebraska. Much of its focus is on new types of equipment and new practices, with irrigation one of the headliners.

The radio irrigation tour is an example of the close liaison county or area Extension staff can build and maintain with local and regional mass media. The cooperation between Extension professionals and journalistic professionals helps Extension carry out its projects effectively and improves the image of radio with farmers. The consumers, in this case irrigation farmers, are the winners. They gain ready access to reliable information legitimized by its origin on the "home turf" of peers—neighboring farmers who are innovators and leaders in adopting new ideas and concepts. □



Man makes suit? . . . on TV?

by
Katherine Everson
Extension Home Economist
University of Nevada

Have you ever tried to sew on TV?

Being a firm believer that it's fun to make clothes that fit well and look like expensive tailored items, I challenged Don Stubbs, a Las Vegas TV host, to make a leisure suit on his morning show. Don had never used a sewing machine before. We agreed that I would show him the steps involved and he would actually make a suit, in a series of six 30-minute television programs.

Selecting fabric

First, Don and I went to the fabric store. We discussed styles, and he selected a pattern. Don looked at a number of fabrics, picked out several he liked and I helped him decide on one that would be easy for a beginner to handle. His choice was a silver-gray polyester doubleknit with flecks of beige and silver. It was becoming with his silver-gray hair.

Now we were both excited about our venture. We think this might be the first time someone with no sewing experience did the cutting out, fitting, and construction of a suit on a television show.

Steps

We checked his measurements with the pattern to see if any adjustment was needed while the

fabric was being cut out. In the next program, Don laid out the pattern on the fabric, and started cutting. The suit was underway.

His first sewing experience was making the pocket, and Don sewed perfectly straight lines, amazing for a beginner. Next came the yoke, making the collar, and setting the sleeves. Don had a little difficulty easing the sleeve in smoothly, but after the first attempt that went well, too.

As the series progressed, it became more exciting as Don proved to be a very apt pupil. He was patient with the fitting and very accurate with the stitching.

After pressing and hemming, the jacket was done and he started the pants. Putting a zipper in pants is difficult. Don followed instructions beautifully and did a perfect job the first time. Then, he completed the pockets, attached the waistband, and pressed creases in the legs. We measured the pants for length. The whole suit was complete.

Audience interest

While 52 percent of the Las Vegas area audience watched the Morning Show, Don had made a suit. As the finale, he modeled his creation for the television audience. Gregg Cooper, community

affairs director of KLAS-TV, modeled a caftan he had made in a sewing class I just finished for personnel at the television station. Charlie Cruden, Nevada Fish and Game information officer, (a former student in one of my earlier sewing classes) modeled an outfit he had made, and Dave Chamberlain, area livestock specialist from our Extension office, modeled a western-styled suit.

Viewers were enthusiastic. Many called both the station and me to see if the program could be repeated. One morning the show was preempted by a presidential press conference, and the station was swamped with calls to see when the sewing class would be shown. During the show, the audience for the Morning Show increased by 15 percent.

A number of men have decided maybe sewing is a great way of getting more—and better fitting—clothes, and that it can be a relaxing and satisfying hobby. More classes have been requested and are scheduled.

With the help of electronic communication, sewing received a big boost in Las Vegas, and Don Stubbs proudly wears his leisure suit to many functions. □

Big brother project profits producers

by
Lee Jorgensen
Ag News and Feature Editor
South Dakota State Universtiy



There's a group in South Dakota that believes they can help improve opportunities in agriculture, and that the best opportunity right now is in sheep production.

They call themselves the Central S.D. Sheep Producers Inc. They're a nonprofit organization incorporated in July 1977, involving county Extension agents and sheep producers in Hyde, Hand, Hughes, Sully, and Faulk counties. Their purpose is to expand the number of sheep in the five-county area.

These were the counties hardest hit in the 1976 drought that resulted in a sell-down of cattle herds. The corporation is providing a comeback enterprise for ranchers and farmers.

Wildord Paynter, Hyde County Extension agent, helped get the program started and was a key resource person, according to Herley Miller, Extension sheep specialist at South Dakota State Universtiy.

The cattle sell-down had brought in money, but that went to pay bills. The money wasn't there to buy replacement cows when the grass began to come back. Sheep, which take a smaller initital investment and provide a quicker turnover than cattle, were one way to keep up cash flow on farms.

Generating interest

One of the first tasks of the new organization has been to generate interest in the possibility of making money in sheep, and then to help potential producers acquire breeding stock. In August they bought 800 yearling ewes and 300 solid mouth ewes from producers in western South Dakota, Montana, and Wyoming for their members.

"Sheep numbers have been on the downward trend throughout the Nation and breeding stock is hard to find," explains Paynter, who also is a director and secretary for the sheep group. "But there's money to be made in sheep."

"Big Brother" Project

Paynter observed, "It's been really a 'big brother' project. I don't know of any other group of people in agriculture today more willing to help someone else than these sheep producers are. Even if you call them in the middle of the night with a problem, you are going to get help."

Dennis Ruzicka of Highmore, president of the corporation, is a sheep grower himself and isn't worried about creating competition. He and several other directors are purebred producers; increased sheep production could improve their market for breeding rams.

"It would take 10 years of continuous buildup nationally to meet the demand, even if producers kept all their ewes for breeding animals," says Ruzicka. "Bad cattle prices and the recent drought knocked cattle numbers down to 40 percent of what they were in the early 1970's. These farmers have got to have another enterprise if they intend to keep their land."

Funding

The "seed money" for purchasing western breeding sheep—\$100,000—was obtained from the Rural Development Fund. These funds are administered by the state departments of agriculture under guidelines of a use agreement with USDA's Farmers Home Administration.

The funds aren't used to finance the sheep producers—they have to see to their own financing—but just for procurement by the corporation until the sheep arrive at the farm.

The funds were placed on time deposit at the bank and used as collateral to make the purchases requested by members until time

of delivery. Any sheep producer can become a member for \$10. Those who want ewes pay \$10 per head in advance. This arrangement enables the corporation to buy in volume and save on shipping.

System works

How's it been working? Willie Klebsch and his son, Mark, bought 300 yearling ewes last summer after having sold off all their cattle in 1976. They operate on 2,560 acres of land, and sheep are the animals they'll use to make their comeback.

A couple of years ago, when he still had cattle, Willie recalls that during calving in a foot of wet snow, "I went for 7 days without a change of clothes and no sleep to save those calves. I got my son up in the middle of the night to help and he had to go to school during the day. And we didn't make any money."

Mark says, "The sheep replacement program is a pretty good deal. The directors will come out and help you get started and tell you the things you need to know about sheep."

Paynter says there'll be a series of educational meetings in the winter for people like Mark who have never produced sheep, as well as people like his father, who has.

All of the county Extension agents and Specialist Herley Miller will be involved in the programs.

Comments

Gary Haiwick, purebred producer and a corporation director from Hyde County, feels the organization is on the right track. "From all reports we have on the first shipment of ewe lambs, these new producers are satisfied."

Bruce Hoffman, 25, of Rockham, vice president of the association, says, "At this stage, we are just trying to line up sheep for individuals to increase sheep numbers in this area. In the future, we hope to put a group together to pool wool sales and per-

haps work on marketing."

John Misterek, 57, has been raising sheep since he was 8 years old, and says sheep "may be the only thing these younger fellows can make a dollar on." His "big brother" advice to new producers is to "buy either good big ewe lambs or yearlings."

Insights

Faulk County Extension Agent Ray Larsen says 20 Faulk County farmers wanted to purchase ewes, and half of those farmers had not previously run sheep. Though some Hutterite colonies have moved out of sheep production in his county in recent years, he feels sheep production is making a turnaround.

Hughes County Extension Agent James Likness stresses that one purpose of the organization is to help young producers manage sheep. Sully County Extension Agent Harold Wood observes that the competition from synthetic fibers is going to be less because the prices on them are going up.

Hand County Extension Agent Robert Schubloom, who is from one of the most extensive beef and feeder cattle producing areas of the state (before the 1976 drought), says association goals are to establish a quality ewe sale and to become the focus for a quality South Dakota sheep market.

South Dakota Secretary of Agriculture Bob Duxbury, especially interested in strengthening the market for South Dakota agricultural products, observed that one big problem is that slaughter plants have been hard pressed to find enough lambs to keep a kill line going. Increase in market lamb numbers should help stabilize that situation.

"I don't look for large flocks to increase very much," he says, "but I do think that growth in the sheep industry will be with family-size farm operations like those in these five central South Dakota counties." □

Living with change —two years later

by
Elizabeth Fleming
Information Specialist
Extension Home Economics
Science and Education Administration

Two years ago, the ES-Home Economics staff introduced a new national program—**Living With Change**.

States received a packet of materials—publications, slides, TV and radio spots, posters, logos, and exhibits—all adapted to the theme of helping people live with the many changes taking place in modern society.

With the help of 23 states who sent in ideas, here is a quick view of a few of the ways the Living With Change theme is being used:

Nebraska

"The Living with Change theme is a good tag for tying all our program areas together," says Kathy Sullivan, associate state leader, home economics. "We've just recently developed a circular using it to help us with public awareness."

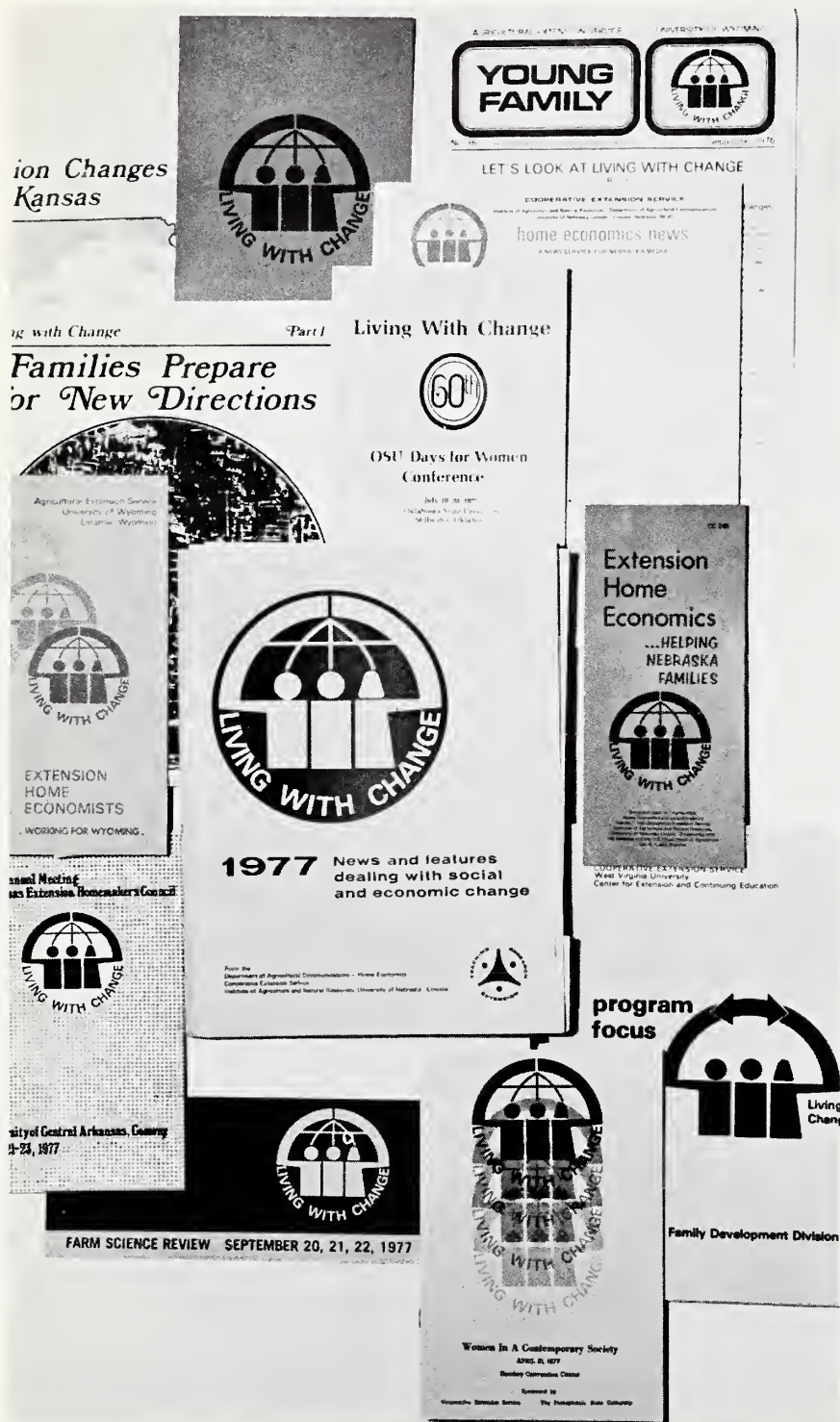
Nebraska has also used the Living with Change theme for a packet of news releases and brochures describing their home economics radio service.

Nevada

More than 1,000 Nevada residents recently saw a Living with Change display describing work with handicapped. Barbara A. Gunn, program leader for Extension home economics, says: "Living with Change epitomizes not only growth of the disabled toward independence, but also the positive attitude change of the nondisabled." A portable bulletin board exhibit accompanied by color-coordinated brochures has in Gunn's words, "taken the theme throughout the state." Contact Sally Kees, state specialist, children and families, School of Home Economics, University of Nevada, Reno, NV 89557 for more information.

Georgia

Families living with change have been the theme of many pub-



lic service announcements produced for television by the Georgia Cooperative Extension Service. "The TV spots are viewed in five metropolitan areas with a viewing audience of approximately 2.5 million," says Janett A. Gibbs, Extension home economist-home management. The 60-second announcements are written by county Extension agents and deal with home economics, agriculture, and community development. Extension Service-USDA published an article in the July-August 1977 issue of *Extension Service Review* on this program. A free set of TV slides and scripts for 60 spots has been sent to each state as an expansion of the Living with Change project. Now, a clearinghouse of TV spot slides and scripts is being organized at the federal level.

Hawaii

Living with Change has been the theme for state fairs in Honolulu and Kuilima. County fairs are planned for Maui, Hawaii and Kauai. "Workshops for leaders have also been held," says Vera Y. Reid, home management and home furnishings specialist.

Hawaii's telephone call-in show—Living with Change—recently celebrated a 1-year anniversary. Fifty-two programs (40 recorded for county loan) include topics such as consumers and energy, services for the elderly, cost of living, lifelong educational projects, etc.

Wyoming

Wyoming used the logo on a new "Focus" leaflet describing their Extension home economics program. The cover of this publication has also been used for a booklet of package programs. The Wyoming home economics staff also developed a 30-minute TV show—aired on cable TV in Cheyenne and Sheridan—describing their use of the theme and materials.

New York

"A number of counties have used the logo and materials in their program efforts," says Jo-

sephine Swanson, Extension associate—consumer economics and housing. "Some counties have focused their entire 1977-78 home economics program on the theme." The slide set is introducing new audiences to Extension home economics. Many of the Living with Change ideas were also incorporated into New York's successful CHANGE FOR YOUR DOLLAR program.

North Dakota

Beth Johnson, Extension home economist for the Fort Totten Indian reservation used the logo to update her newsletter which goes to 450 families. She says the logo has helped her achieve more identity, and that families are now more aware of changes in their lives.

Ohio

Is it worthwhile to do a family information exhibit at a 3-day machinery show? Extension and the Ohio State School of Home Economics say it is. They reached approximately 3,000 people with their 1977 Living with Change exhibit at the Farm Service Review. A brochure lists topics covered: energy, community food programs, home safety and children's clothing.

Massachusetts

Massachusetts identified four major Living with Change concerns: economic, social, physical and emotional, and community change. "These areas have been our big program thrusts since 1976," says Anne Rideout, assistant director of home economics for Extension. "The exhibits were used until some of them were almost worn out."

Oregon

"The Living with Change theme came at a good time as it tied in nicely with our program emphasis on how decisions influence change," says Len Calvert, Oregon communication specialist. "Oregon Extension agents and specialists have made effective use of the theme, particularly the logo in newspapers, publications,

and at meetings and county fairs."

Kentucky

"Living with Change has become a part of program planning in every area of the state," reports Doris A. Tichenor, assistant director for home economics. More than 2,000 leaders were trained to present a lesson titled "Living with Less" as a result of the national workshop.

Idaho

More than 3,000 people attended seven Idaho Town and Country Fairs featuring the theme. The homemakers' council used it for their Fall 1977 meeting. "This indicates that we are using Living with Change in home economics programming with volunteers as well as professionals and paraprofessionals," says Ruth Spidahl, state home economics leader.

Indiana

"As an editor, I have found the theme and logo helpful," says Judy Sorton, information specialist. "We have adapted the logo to several publications. The agents like the clip art and could use more. We are building a 3-year plan based on the theme."

Arkansas

Approximately 1,000 people attended the 1977 Arkansas Extension Homemakers Council meeting with its theme of Living with Change. "Subject matter classes were designed to emphasize changes occurring in everyday living," says Betty Jean Brannan, state leader-home economics.

Oklahoma

Oklahoma held training for Extension home economists on Living with Change in January 1977. During the training, a "Family Focus Fiesta" was held to display materials.

Another "Family Focus Fiesta" was held during Oklahoma State University Days for Women in July 1977, which 575 women attended," says Grace L. Spivey, associate dean of home economics. □

FACTS at county fingertips

by
Gay White
Information Specialist
Purdue University

A system known as FACTS (Fast Agricultural Communications Terminal System) will soon link terminals in each Indiana county and each academic department on the Purdue ag campus to a central computer facility.

The statewide computer communications system was made possible by a \$1.16 million development grant to the Indiana Cooperative Extension Service from the W. K. Kellogg Foundation of Battle Creek, Michigan. "FACTS means that the county Extension agent and the campus-based specialist will have immediate access to the latest information in a usable form. It will increase the personal nature of our service, as well as the speed," said Indiana CES Director Howard G. Diesslin.

Dean of Agriculture Richard L. Kohls noted that much of the miracle of modern agriculture has been due to our ability to deliver the findings of research into the hands of farmers, business people, homemakers, and others who needed them.

"The exciting challenge of this venture is to successfully harness the speed and efficiency available through computer technology into the ongoing research and Extension operation. It will become the prototype model for the research-Extension systems of other states," Kohls said.

Among the unique elements of the FACTS system is the use of "intelligent" terminals. These terminals, which are actually

small computers in their own right, have onsite information processing power, which expands the capability of the system vastly.

The terminals, besides having their own programs and memories, will be linked to a central facility on campus, which will handle the more complex problems and situations. Communications will be by automatic telephone call, usually made at night. The time elapsed can be as little as ten minutes from question to response, and no longer than overnight.

Some examples of what can be handled by the FACTS system are:

- 4-H enrollment—many Hoosier counties are already using a computerized enrollment system. With FACTS, an enrollment program will be available to all counties. Agents can then use the information on everything from generating mailing lists, to delineating members in specific projects, to maintaining historical records, to inventory control. Estimates are that a hand-operated enrollment system takes 2½ hours per member per year, as compared with 2½ minutes with the computer system.

- A homemaker is trying to manage the food budget better. She visits the home agent, who takes her family data and types it into the FACTS terminal. Back comes a personalized analysis correlated with national standard budgets for her size family.

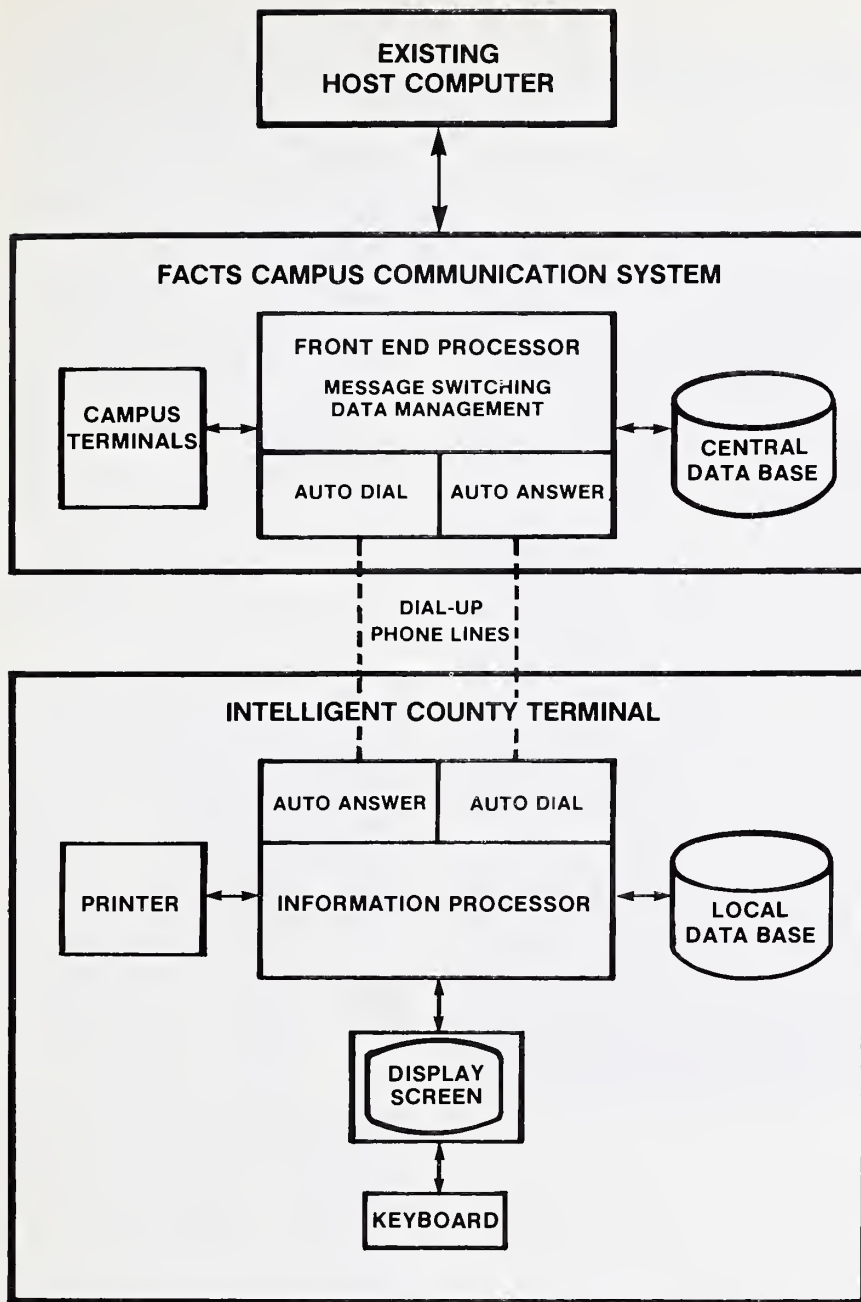
- A farmer is trying to make a marketing decision about his corn crop. Should he sell or store? He completes a questionnaire which is fed into the FACTS terminal, and back comes a complete analysis of all his alternatives for marketing, along with what price he must get to show a profit.

- Community planners are attempting to prepare a document to attract new industry to their community. They need large amounts of social and economic data. They can go to the FACTS terminal and have the needed information printed out at the local terminal, along with localized updates. Additionally, the system can interface with other information systems, if expanded data are needed.

Project Director for FACTS, Rodney B. Harrington, said, "FACTS will also be a means for the county staffs to articulate for researchers just what new knowledge is needed."

Time schedule for the system calls for the first terminals to be placed in the counties in 1978. More than two-thirds of the counties in Indiana have already budgeted for the purchase of these terminals. Work establishing the data bank has already begun, with task forces in all areas of Extension developing programs for FACTS. Selection of the computer hardware also is underway. The entire system is expected to be operational by late 1979.

Besides serving the information and communications function, the



A diagram of the FACTS system at Purdue.

FACTS system is to be a prototype for other states. Because of this, the system is being designed to interface with the existing Purdue University computer center. Project planners felt that most university computer facilities already have the types of systems which can support remote job entry op-

erations, so they can be a starting point for such a network. Considerable economies can be achieved in this way.

After the completion of FACTS, a training program on the planning and implementation of such a system will be presented for Extension staff in other states. □

What's in an "Arts-in"?

by
June Schultz
Assistant Extension Specialist
4-H Youth Development
University of Minnesota



A week long live-in, share-in, learn-in experience in the arts is called an **Arts-in** by Minnesota teenagers.

The **Arts-in** is held in the 4-H building on the Minnesota State Fairgrounds in mid-August. This informal environment becomes home base for testing ideas, co-operating with people you didn't know yesterday, developing unknown potentials, and achieving goals.

Participants arrive weighted down with sleeping bags, resource materials, their own art for their private galleries, musical instruments, sewing machines, paint brushes, and the energy of

16 to 19-year olds. Immediately, they get involved. They paint murals with their feet, or transform their visual character with stage makeup. They build an environment in the park, using miles of binder twine and every available tree and bush, to house a picnic supper.

They climb scaffolding with paints and brushes to work on a super graphic half a block long and 12 feet high. A trip on a paddle-wheeler down the Mississippi with a Dixieland band gives them a chance to dance, sing, and communicate. There's a feeling of comradeship before the first day ends.

For this one week, the whole Minneapolis-St. Paul community becomes the classroom for self-motivated learning. The stages of the Guthrie, Showboat, Peppermint Tent, and the Chanhassen Dinner Theatre illustrate techniques for those interested in the theater.

The galleries of the Walker Art Center, Minneapolis Institute of Art, and the Minnesota Art Museum open endless debates on modern art, personal preference, and art judgment. Tours of costume houses, sound studios, college art classes, artists' studios, and specialized museums make each participant aware of supporting roles and job opportunities in the art field.

Back at "home base," artists, musicians, actors, directors and other resource people conduct seminars, workshops, and demonstrations. The artists become real to young people. They are no longer just names on a theater program or brass plate. As they share themselves with the group in small informal sessions, the discipline and struggle required to achieve success in the arts also become real to idealistic youth.

There are long hours of hard, sometimes frustrating, work. Early in the week each group establishes its own goals, time schedule, and division of labor. In one week a band, chorus, and small combos are ready to perform to the most discriminating audience—their peers. Dance and theater groups have designed and rehearsed their acts. Another group has designed and sewn 150 costumes. A newspaper is written, with photos taken and processed.

The stage and lighting, with sets and effects, has been prepared by the technical crew to be used by **Arts-in** performers and also by the 4-H Dress Revue and Share-the-Fun programs throughout the state fair. Visual arts majors design and produce an esthetically appealing environ-



ment for the 1,200 4-H exhibits for the fair. Inspired ideas and latent talents surface. This week of intensive application requires physical and mental endurance. Relief comes briefly when everyone floats down the Apple River on innertubes.

How can high quality performance, a human environment, and

personal development co-exist? Having a deadline helps by forcing the pressure of time to become an ally. All performances must be costumed and ready on the stage for the open house on the last afternoon. The university staff, parents, state fair personnel, and friends will be viewing and critiquing the banners, wall murals, mobiles, and new exhibit units. People are waiting to grab the first issue of the newspaper hot off the press.

There is the larger goal of being able to share the results of their efforts with thousands of fair visitors. Cooperation and appreciation grow as each person realizes he or she needs the other members to accomplish group goals. Each is committed to high standards of production and personal responsibility toward the group and the purposes of the **Arts-in**. The challenge of the job develops principles of design, quality craftsmanship, and sensory perception. Self-satisfaction and approval from the **Arts-in** community is the reward.

The scene changes. Following several days of rest at home, the entire group returns to the Minnesota State Fair with renewed

energy, and clean clothes. Once again they face exhausting rehearsals, dozens of performances, and new responsibilities in assisting the 1,200 Share-the-Fun performers. The photo corps records the action. The costume department stands by to repair and clean the costumes. The visual arts group carries art supplies to quiet shaded corners of the noisy fairgrounds, to share their love of art with small children.

The contributions made by the participants and the arts knowledge and skills they require justify the existence of the **Arts-in**. But **Arts-in** is only a tool used to attain higher goals—goals making it possible for each young person to gain greater self-awareness, problem-solving skills, and ability to interact socially.

To community educators in the Minnesota 4-H program, the **Arts-in** is a tested model of short-term, accelerated education in the arts for 150 to 200 teens participating each year. The common bond of youth is their interest in dance, technical theater, drama, journalism, music, photography, or visual arts. Their evaluations of the experience are consistently enthusiastic and positive.

"The **Arts-in** atmosphere was a good healthy kind of place. It feels good to work under pressure for very long hours when I'm doing something I like," said one participant. Another said, "The **Arts-in** influenced my career expectations. I have been thinking about going into art education since working with the younger children."

Arts-in participants have come from as far away as California and Japan. Most are from Minnesota. They come from towns of 350, and from large suburban schools.

One answer to "What's in an **Arts-in**?" is that, whatever their backgrounds, the **Arts-in** experience turns individuals into a caring, supporting, and creative group. □

people and programs in review

Seymour safely kit available

An eye care education kit called, "Seymour Safely Meets 4-H" has been developed by the American Optometric Association and Marion Bartoo, well-known educator and puppeteer, in cooperation with the National 4-H Council. The kit contains songs, jingles, puppet patterns, skit outlines, games, and other helpful suggestions on producing and presenting puppet shows about eye care.

The kits can be ordered from the American Optometric Association, Communications Division, 7000 Chippewa Street, St. Louis, Missouri 63119, for \$1.25 each, plus \$0.50 postage.

Bicycle safety booms in Minnesota

Pedal Power is Minnesota's Agricultural Extension Service and Department of Public Safety's answer to the increasing use and accident rate of bicycles. Since more young people are interested in working on safer biking techniques, Minnesota has organized an annual summer workshop to train leaders for county and community safety programs, called **Pedal Power**. County Extension agents, in cooperation with adult volunteer leaders from groups such as local service clubs, interested police officers, and the state safety education troopers, recruit and train teen leaders from 4-H and other youth organizations.

Discover the Atlantic Ocean

That's the title of a new 40-page coloring book recently published by Virginia Polytechnic Institute (VPI) and State University's Sea Grant program to encourage children's interest in fish and shellfish. George J. Flick, head of the Sea Grant program, is the author, and Roy Clayton of VPI, is illustrator. The coloring book may be ordered from Sea Grant, Extension Division, VPI&SU, Blacksburg, Virginia 24061; ask for Stock No. VPI-SG-76-05. Single copies are available for \$1.50; group orders receive a special discount.

Massachusetts conducts new conservation program

Massachusetts is conducting a CRD and Youth Conservation Corps (YCC) program directed by Joseph A. Keohan, state 4-H leader for urban programs. The YCC, jointly sponsored by USDA's Forest Service and the U.S. Department of Interior, employs environmentally disadvantaged youth aged 15 to 18 on both federal and non-federal land and water conservation projects.

The Massachusetts CES received \$400,000 to provide conservation employment and education for 300 teenagers, supervised by forestry and wildlife college students. The completed projects—from nature trails for the handicapped to riverbank beautification—will be used for both 4-H and public environmental education programs.

Five states receive eyecare grants

Florida, Michigan, Mississippi, Oklahoma, and Washington have been awarded grants totaling \$10,000 to carry out projects in 4-H eye care education during the coming year. The funds were made possible by a grant from the American Optometric Association, St. Louis, Missouri, which has supported 4-H programs in eye care education for the past 3 years.

The state programs will range from specific efforts to identify, prevent, and correct vision problems among young people, to general eye health awareness programs.

Materials and experiences developed and project evaluations from the five states will be shared with Extension staff in other states. Hope Daugherty of the ES 4-H staff will work with the 4-H Council on this project.

Epsilon Sigma Phi elects new officers

Officers of Epsilon Sigma Phi, national honorary Extension fraternity, for 1978 are: *President*—George R. Gist, Jr., Ohio; *Vice-President*—J. Cordell, Hatch, Pennsylvania; and *Executive Secretary-Treasurer*—Mildred A. Payne, Virginia. Regional Directors are: *North Eastern*—Betty Bay, ES-USDA; *North Central*—Horace Tyler, Indiana; *Southern*—Jessee E. Francis, Tennessee; and *Western*—Marian Moline, Montana.